

*The Grammar  
of Spelling*

GRADE 2



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of Spelling*

**GRADE 2**

*B.J. Loyd*



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# *The Art of Reading and Writing English*

ISAAC WATTS

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**T**he knowledge of letters is one of the greatest blessings that ever God bestowed on the children of men. By this means we preserve for our own use, through all our lives, what our memory would have lost in a few days, and lay up rich treasure of knowledge for those that shall come after us.

By the arts of reading and writing, we can sit at home and acquaint ourselves with what is done in all the distant parts of the world, and find what our fathers did long ago in the first ages of mankind. By this means a Briton holds correspondence with his friend in America or Japan, and manages all his traffic. We learn by this means how the old Romans lived, how the Jews worshiped: We learn what Moses wrote, what Enoch prophesied, where Adam dwelt, and what he did soon after the creation; and those who shall live when the Day of Judgement comes, may learn by the same means what we now speak, and what we do in Great Britain, or in the land of China.

In short, the art of letters does, as it were, revive all the past ages of men, and set them at once upon the stage; and brings all the nations from afar, and gives them, as it were, a general interview: so that the most distant nations, and distant ages of mankind may converse together, and grow into acquaintance.

But the greatest blessing of all, is the knowledge of the Holy Scripture, wherein God has appointed his servants in ancient times to write down the discoveries which he has made of his power and justice, His providence and grace, that we who live near the end of time may learn the way to heaven and everlasting happiness.

Thus letters give us a sort of immortality in this world, and they are given us in the Word of God to support our immortal hopes in the next.

Those therefore who willfully neglect this sort of knowledge, and despise the art of letters, need no heavier curse of punishment than what they choose for themselves, to live and die in ignorance both of the things of God and man.

If the terror of such a thought, will not awaken the slothful to seek so much acquaintance with their mother-tongue, as may render them capable of some of the advantages here described; I know not where to find a persuasive that shall work upon souls, that are sunk down so far into brutal stupidity, and so unworthy of a reasonable nature.



# Second Grade Spelling

---

Children in the Grammar stage love knowledge and facts. They are fascinated by words, and they can memorize easily. Spelling correctly is a “tool” we want to give the students that will help them with written communication.

Spelling is a discipline. It is hard work. This spelling program lacks pretty pictures and the fluff of other programs on the market. The no-nonsense worksheets that accompany each lesson are basically an exercise in rewriting the spelling words many times. Spelling, for the second grade student, concentrates on hearing each part of the basic root word. The student works primarily with a foundation, using the building blocks of reading and phonics. However, this approach is not a reading-spelling program with twenty-nine or thirty spelling or phonics rules for the students to memorize. It is a program of hearing blends, clusters and vowel sounds, memorizing words, and being able to spell dictated words and sentences. The emphasis is on the *words themselves*. The strength of this spelling program is the cumulative spelling lists and dictation.

## Word Lists for the Second Grade

1. Word families (*old, cold, sold, hold, told, bold, light, might, fright, mightily...*)
2. Sight words (*come, they, done, friend, because, was, really...*)
3. Compound words (*toothbrush, softball, driveway, sunset...*)
4. Number words (*one through twenty*)
5. Color words
6. Days of the week and months of the year
7. Contractions

8. Homophones (*hear/here, to/two/too, wood/would, there/their/they're...*)
9. The teacher's name
10. The student's complete name, full address, and complete phone number
11. Common suffixes added to base words (*-s, -es, -ed, -ing, -er, -est...*)

# Lesson Features

---

The thirty-six lessons in *The Grammar of Spelling* provide a full year's curriculum. Each lesson includes instruction, practice, and a test to measure mastery.

## Word Boxes

Each lesson's spelling words appear in a Word Box. These may be copied and sent home each week for study purposes.

The words are taught by a cumulative method. Each week the students are given a word box containing twenty to twenty-five new words. Review words are noted. These words may show up on the spelling test, so the students need to remember how to spell them.

## Lessons

Information is given about each lesson and instructions on what to teach are presented. Introduce the new spelling words and discuss the meaning of those words. Demonstrate family relationships, if possible. Emphasize hearing each sound in words. Orally discuss exceptions, sight words, meaning of homophones, and the adding of prefixes and suffixes.

Extra Words based on Logos Press homeschool bundles are provided for dictation and practice. These words can be used for whole class or individual instruction.

## Worksheets

Help the students identify the particular pattern or patterns for each week's words. The worksheets have four main parts:

1. **Repeat and Write:** In this activity the teacher says the spelling word, the students listen, repeat the word in unison, and then write the word on the blank in print.

2. **Alphabetize in Print or Cursive:** The students are to alphabetize the words in groups and then use print or cursive to write the words on the blank. If they write the alphabetized number in the small circle provided, and copy the words only after the entire list is numbered, mistakes can be corrected easily. For example, in Lesson 2 the students are to find the word that comes first alphabetically. This word is *cab*. Therefore in the circle to the right of the word *cab* the student is to write the number one. The number two will be written in the circle following the word *got* and so forth. This activity should be done together as a whole class led by the teacher for the first few weeks until the students understand how to alphabetize using the circles correctly.
3. **Flip and Write:** The students will look carefully at the word on the front of the sheet, keep the spelling in mind, flip the paper over and write the word in print or cursive on the blank. Do not allow the students to fold their papers and copy without flipping.
4. **Cursive:** The students are to carefully and neatly print each spelling word in cursive. This provides an opportunity to see the words in a different format than usual, requiring more care and checking to ensure that the words are indeed spelled correctly.

## *Dictation*

Cumulative spelling lists and dictation are the heart of this spelling program. Dictation helps the students hear and write sentences. It reinforces listening and following directions skills. Words and sentences are provided for practice during the week and for the weekly test.

Each sentence should be dictated as you have the students' undivided attention. Say the sentence; repeat the sentence. Have the students repeat the sentence back twice. Dictate the sentence once more, and then the students may write it. Allow enough time for them to write the sentence. Finally, dictate the sentence again so they may check their work. Proper capitalization and punctua-

tion should be required and graded whenever the students write a sentence.

The teacher may need to spell some of the words in the sentences for the students. These words will be underlined.

## *Tests*

Students will write tests on blank lined paper. See the next page for a sample test page. Students should do the following:

- Fold their papers in half lengthwise and reopen the paper.
- Write on every other line.
- Write *Spelling Test* as the title on the left-hand side.
- Write their name and the date on the right-hand side.
- Number their papers 1–10 along the left margin and 11–20 along the middle fold line. They should do this every week, no matter how many words are used for the test.
- Write their name again on the back at the top of the right-hand column.
- Numbers for dictated sentences will be written later as needed.

When giving the test, state the number and the word. Give a sentence using the word. Repeat the word one time only. Give the students ample time to write and then move on to the next word. Do not go back over the words. The students can and must learn to listen and spell promptly.

After giving the spelling words, have the students write the two sentences you dictate to them. Follow the same procedure for the test as you did during the practice lesson. (See the above directions.)

Each word on the test paper must be spelled correctly. Capitals and punctuation in sentences count equal to spelling words. (That's integration!) However, it is for you to decide if you want crossing t's and dotting i's and j's to be counted as making the word wrong or counted as one point off.









## WORD BOX

Student's full name

Teacher's name

Sight words: spelling, test, said, was, they, are, of, off, because

### Directions

The student is to learn how to spell his or her **complete name** and the **teacher's name**. The names must be spelled with the proper capitals and punctuation marks.

*Spelling* and *test* are to be memorized and are required as headings on each spelling test paper throughout the year.

*Said, was, they, are, of, off,* and *because* are the first sight words to be taught and memorized.

Introduce each word in the spelling box and explain how to spell it by stressing the initial and final blends (two or more consonants together), the vowel sounds, and how to add the suffixes. Explain the meaning of each word.

**Beginning with the first lesson, the students need to be taught how to put their spelling words in alphabetical order. They will be required to do it every week.**

### Extra Words

• spell

• spelled

• speller

### Dictation Sentences

You may have to spell the italicized words for the students.

1. [Student's name] can spell.
2. The spelling test was fun.
3. They spelled the *word* "off" because (teacher's name) said to spell "off."
4. He will do a test of spelling.
5. I said we are *good* spellers.

## *Test 1 (39 points)*

### **Heading (4 points)**

At the top of the page, have students write *Spelling Test* (2 pts.) on the left and their full name (1 pt.) and the date (1 pt.) on the right. See pp. 8–9 for a sample test sheet.

### **Spelling Words (13 points)**

- |                                     |   |
|-------------------------------------|---|
| 1. teacher's name [e.g., Mrs. Loyd] | 8. test   |
| 2. they                             | 9. are  |
| 3. off                              | 10. because   |
| 4. spelling                         | 11. student's first name  |
| 5. was                              | 12. student's middle name [leave blank<br>if they don't have a middle name] |
| 6. of                               | 13. student's last name   |
| 7. said                             |   |

### **Dictation (22 points)**

1. They spell “because” because [teacher's name] said to spell “because.” (15 points)
2. The spelling test was fun. (7 points)

# Worksheet 1a

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Repeat and Write:** Repeat each word aloud after your teacher. Then write the word carefully in **print**. Check the spelling and memorize how the letters fit together to make each word.

**Alphabetize:** Alphabetize the list in each group by numbering the bubbles that follow each word.

After you number all the bubbles, write the words in each group alphabetically in the right-hand column.

**Print** your answers.

## GROUP 1

1. spelling spelling

2. was was

3. off off

2

3

1

1. off

2. spelling

3. was

## GROUP 2

1. test \_\_\_\_\_

2. are \_\_\_\_\_

3. spell \_\_\_\_\_

○

○

○

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## GROUP 3

1. said \_\_\_\_\_

2. of \_\_\_\_\_

3. they \_\_\_\_\_

4. because \_\_\_\_\_

○

○

○

○

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Write your teacher's name three times:

\_\_\_\_\_

# Worksheet 1B

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Flip and Write:** Flip your paper over and look at the first spelling word. Flip the page back and write it in the left-hand column below. (Your teacher will tell you whether to use **print** or **cursive**.)



**Cursive:** Write the spelling words in cursive in the right-hand column below. Check each word to make sure you have written it correctly.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Write your **first** name  
3 times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write your **middle** name  
3 times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write your **last** name  
3 times:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 2

## WORD BOX

**Pattern—CVC words:** jam, set, sit, got, hum, cab, net, win, box, bug, has, pen, pin, log, nut

**Sight words:** spelling, test, said, was, because

### Directions

Review: The student's complete name and the teacher's name, spelling, test, said, was, they, are, of, off, because.

New Words: Introduce each CVC word (consonant, vowel, consonant) in the spelling box and explain how to spell it by stressing the consonants, the vowel sound, and how to double the final consonant to add suffixes. Explain the meaning of each word.

Show the students how to mark above the short vowel sound with a breve (ö). A breve is an upward curved mark shaped like the smile on a smiley face.

Dictate many of the extra words below and have students orally spell the words.

Each week the extra words can be orally discussed, defined, memorized by the students, used for dictation in sentences and in spelling bees, or used for spelling tests.

### Extra Words

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| • hat | • pat | • sad | • ran | • tap | • had |
| • wet | • bed | • pet | • ten | • net | • red |
| • hit | • dim | • tip | • him | • mix | • hid |
| • dot | • top | • hop | • pot | • hot | • dog |
| • cut | • mud | • hug | • dug | • run | • pup |

### Dictation Sentences

You may have to spell the italicized words for the students.

1. She has the jam and nuts.
2. Did *you* sit on the pin?

3. The bug ran up the log and met a dog.
4. He set the pen in the box.
5. I will win the spelling test.
6. He got to hum *today*.

## *Test 2 (44 points)*

### **Heading (4 points)**

At the top of the page, have students write *Spelling Test* (2 pts.) on the left and their full name (1 pt.) and the date (1 pt.) on the right.

### **Spelling Words (20 points)**

- |             |          |
|-------------|----------|
| 1. because  | 11. jam  |
| 2. cab      | 12. pin  |
| 3. set      | 13. met  |
| 4. win      | 14. test |
| 5. pen      | 15. hum  |
| 6. box      | 16. sit  |
| 7. spelling | 17. was  |
| 8. nut      | 18. got  |
| 9. log      | 19. said |
| 10. has     | 20. bug  |

### **Dictation (20 points)**

1. Did *you* sit on the pin? (8 pts.)
2. The bug ran up the log and met a dog. (12 pts.)

# Worksheet 2a

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the pattern? \_\_\_\_\_

## Repeat and Write (Print)

### GROUP 1

1. jam \_\_\_\_\_
2. set \_\_\_\_\_
3. got \_\_\_\_\_
4. cab \_\_\_\_\_
5. met \_\_\_\_\_



## Alphabetize (Print)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### GROUP 2

1. sit \_\_\_\_\_
2. bug \_\_\_\_\_
3. win \_\_\_\_\_
4. pen \_\_\_\_\_
5. hum \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### GROUP 3

1. nut \_\_\_\_\_
2. pin \_\_\_\_\_
3. box \_\_\_\_\_
4. log \_\_\_\_\_
5. has \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

In the left column mark the short vowels with a **breve**.

Write your teacher's name: \_\_\_\_\_

# Worksheet 2B

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Flip and Write

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## Cursive

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

Write

your first name

your middle name

your last name

\_\_\_\_\_

Write each word:

spelling

test

said

was

because

\_\_\_\_\_



# Lesson 3

## WORD BOX

**Pattern—CCVC words:** chop, chin, shed, shut, that, them, when, whip, blot, blab, clap, club, flag, flip, glad, glob, plan, plus, sled, slim

**Sight words:** you, your, says, goes, does

### Directions

Review: Words from lessons 1 and 2

New Words: This lesson is the first group of words stressing initial consonant blends. These CCVC words start with 10 different blends: **ch**, **sh**, **th**, **wh**, **bl**, **cl**, **fl**, **gl**, **pl**, and **sl**. There are five new sight words. Introduce each word in the spelling box and explain how to spell it by stressing the initial-blend, the vowel sound, and how to add suffixes. Explain the meaning of each word.

Show the students how to mark above the short vowel sound with a breve (*ă*). A breve is an upward curved mark shaped like the smile on a smiley face.

Dictate many of the extra words below and have students orally spell the words.

### Extra Words

- |        |        |        |        |        |
|--------|--------|--------|--------|--------|
| • chap | • shot | • whim | • flap | • plum |
| • chat | • than | • bled | • flat | • slam |
| • chip | • then | • clam | • glen | • slat |
| • ship | • this | • clip | • plot | • slid |
| • shop | • thus | • clog | • plug | • slip |

### Dictation Sentences

You may have to spell the italicized words for the students.

1. Did you say your sled was in the shed?
2. When will the flag flip?
3. The club and whip *were* in your plan.
4. Does your chin look slim?

5. You will shut the flap on the ship.
6. Did we plan to get a plum and a clam?
7. They are glad that chap will blab.
8. We shot the flat chip off of the plug.

## *Test 3 (48 points)*

### **Heading (4 points)**

At the top of the page, have students write *Spelling Test* (2 pts.) on the left and their full name (1 pt.) and the date (1 pt.) on the right.

### **Spelling Words (20 points)**

Review words are marked with an asterisk.

- |          |              |
|----------|--------------|
| 1. does  | 11. blab     |
| 2. chin  | 12. because* |
| 3. flip  | 13. of*      |
| 4. shut  | 14. was*     |
| 5. glad  | 15. clap     |
| 6. plus  | 16. chop     |
| 7. that  | 17. blot     |
| 8. glob  | 18. said*    |
| 9. slim  | 19. goes     |
| 10. flag | 20. them     |

### **Dictation (24 points)**

1. They had a club and a whip in the plan. (3 pts.)
2. When did you say your sled was in the shed? (12 pts.)

# Worksheet 3A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the pattern? \_\_\_\_\_

## Repeat and Write (Print)

Mark the short vowels with a **breve**.

### GROUP 1

1. shed \_\_\_\_\_
2. when \_\_\_\_\_
3. plus \_\_\_\_\_
4. whip \_\_\_\_\_
5. shut \_\_\_\_\_
6. chin \_\_\_\_\_



### GROUP 2

1. them \_\_\_\_\_
2. blot \_\_\_\_\_
3. chop \_\_\_\_\_
4. slim \_\_\_\_\_
5. glad \_\_\_\_\_
6. sled \_\_\_\_\_
7. clap \_\_\_\_\_



### GROUP 3

1. flag \_\_\_\_\_
2. that \_\_\_\_\_
3. club \_\_\_\_\_
4. flip \_\_\_\_\_
5. glob \_\_\_\_\_
6. plan \_\_\_\_\_
7. blab \_\_\_\_\_



## Alphabetize (Print)

Circle the beginning blends.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Worksheet 3B

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Flip and Write

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Write in Cursive

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

Write each word two times:

you

your

says

goes

does

\_\_\_\_\_  
\_\_\_\_\_

# Master List of Spelling Rules

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## Rule #1, the Doubler

If you have a single vowel word to add a vowel suffix to, double the lone consonant, but not with *x* or *w*.

- run + er = runner
- row + ing = rowing

## Rule #2, Final e

For final *e* words remember this chant: a vowel suffix drops the *e*, a consonant suffix can't.

- love + ing + loving
- sure + ly = surely

## Rule #3, i before e

*i* before *e* except after *c*, or when sounded like *ā* as in *neighbor* and *weigh*.

- receive
- eighty

## Rule #4, Final y

For final *y* words remember this chant: Change the *y* to *i* after a consonant except for *-ing*, as time has shown. If a *y* is preceded by a vowel, then leave it alone.

- plenty + ful = plentiful
- cry + ing = crying
- play + ed = played

## Rule #5, -ness/-ly

When adding *-ness* to a final *n* word, keep the *n*. When adding *-ly* to a final *l* word, keep the *l* (two, no more).

- green + ness = greenness
- final + ly = finally
- dull + ly = dully

## Rules for Forming Plurals

1. Add *s* to most nouns to form plurals. Add *es* if the word ends in *s*, *ss*, *sh*, *ch*, *x*, or *zz*.
  - flag flags
  - gas gasses
  - dish dishes
  - ax axes
  - glass glasses
  - match matches
2. To form the plurals of nouns ending with vowel *y*, add *s*.
  - monkey monkeys
3. To form the plurals of nouns ending with consonant *y*, change the *y* to *i* and add *es*.
  - baby babies
  - army armies
  - battery batteries
4. To form the plurals of some nouns ending with *f* or *fe*, change the *f* or *fe* to *v* and add *es*.
  - calf calves
  - knife knives
5. A few nouns change their spellings to make the plural form.
  - child children
  - foot feet
  - man men
  - goose geese
6. A few nouns are spelled the same in the singular and plural forms.
  - sheep
  - moose
  - deer

# Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the pattern? \_\_\_\_\_

## Repeat and Write (Print)

### GROUP 1

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Alphabetize (Print)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### GROUP 2

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### GROUP 3

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Worksheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Flip and Write

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Cursive

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

## Extra Words

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_